



Instructional Technology Newsline

Volume 2, Number 1
November, 2000

Department of Elementary and Secondary Education

Instructional Technology Staff 573/751-8247

[Deborah S. Sutton](#), Director

[Kathy Parris](#), Supervisor

[Claranne Vogel](#), Supervisor

[Lisa Walters](#), Library Media and
Technology Consultant

[Rosalyn Wieberg](#), Supervisor

[Kelly Kempker](#), Administrative Assistant

In This Issue . . .

Instructional Technology Update
Technology Planning Tip of the Month
Profiler – Making Collaborative Learning
Easier
Copyright Question of the Month
Learning With Technology
Grant Winners Share Their Secrets
Missouri's Equipment Loan Program
Makes Assistive Technology Accessible (ETC)
Mimeo Virtual Ink
GET REAL: Professional Development Ideas
That Work
Mark Your Calendar
Upcoming 2000 Conferences
Internet Sites of Interest
From the Mailbag

Instructional Technology Update

*Last week, I attended the first partners meeting of the new High Plains Regional Technology in Education Consortium (HPR*TEC). As one of ten R*TECs recently funded by the US Department of Education, the High Plains R*TEC serves Missouri, Kansas, Nebraska, North Dakota, South Dakota, Colorado, and Wyoming. It carries on the work of the SCR*TEC (one of six R*TECS originally funded in the mid 1990s). In fact, many of you have already taken advantage of its web-based resources, such as Profiler, TrackStar, [www.4kids](#), [www.4teachers](#), and Edlines. While the name and geographic region have changed, HPR*TEC continues to offer effective online development and collaboration tools and resources to help teachers integrate technology into education.*

*In the past few months, HPR*TEC staff have been very active in Missouri. They have participated in our technology taskforces, played a pivotal role in the development of the Missouri Educational Technology Professionals Association and printed the METPA brochure that was distributed at the Educational Technology Conference, presented at the conference, and have participated in our planning for a Gates Foundation State Challenge Grant.*

*At last week's partners meeting, R*TEC staff and state technology directors discussed common needs and interests across the region and brainstormed what the R*TEC might do to help states address key educational technology issues. I look forward to HPR*TEC's next five years and to strengthening our partnerships. To learn how you, too, can benefit from the HPR*TEC partnership and the array of free, online resources, look for feature articles in Newsline. The Profiler is featured in this issue. – Deb*

Technology Online Grants Update

TAG/VIDEO – Yesterday was the intended cut-off date for filing online applications for Technology Acquisition and Enhancement and VIDEO grants. This morning we checked and found that 458 of 524 district applications and 18 of 22 higher education TAG/VIDEO applications had been submitted. Kudos to the 476 districts, colleges, and universities that filed on time! As to the 70 missing applications – applications must be filed ASAP in order to

access FY2001 funding.

TLCF – Readers completed their review of the Technology Literacy Challenge Fund applications by the end of last month. However, we have not yet been able to draw the cut-off lines, nor are we ready yet to announce tentative approval. Congress is debating the HEW bill / budget and the Department of Education has not issued state grant amounts / awards. While we will substantially approve second-year grants applications as of October 1, 2000, grant recipients should use discretion in starting expensive, long-term activities. With several final expenditure reports still out, we don't know the exact amount of slippage or left over funds that would be available should there be problems in getting our new grant. As for first-year grant applications – we will hold off announcing tentative approval until we are more certain of the budget.

Technology Taskforces Update

The three taskforces addressing Technology Planning, Technology Professional Development, and Statewide Technology Association continue to meet and continue their discussions via listservs.

Technology Planning – this taskforce has begun developing materials that detail appropriate concepts, methods, and materials critical to helping districts plan for, implement, and evaluate technology integration. The core work group has developed draft materials for review, with the intent of having materials ready to distribute / disseminate in January. On November 13, an Educational Technology Planning Expert Forum will convene in Columbia to review the draft materials and develop helpful checklists, worksheets, and templates for the different planning steps and critical planning areas. For further information, contact Kathy Parris with Instructional Technology or Everett Loughridge at the Belton School District.

Technology Association – The Missouri Educational Technology Professionals Association (METPA) was officially announced at the *Educational Technology Conference: Connecting Technology to Curriculum*. METPA members had a booth next to the conference registration area to distribute the brochure and encourage conference attendees to consider joining the association. The informational meeting, held Monday evening, was well attended. Taskforce members will meet again late November or early December. METPA is still accepting membership registrations and donations for support. For further information, contact Rosalyn Wieberg with Instructional Technology or Glenna Norris at Affton Schools.

Technology Training – the professional development taskforce is working on a process to identify and promote strong professional development practices in Missouri schools. The next scheduled meeting is November 6 in Townsend Hall on the UMC campus in Columbia. For further information, contact Claranne Vogel with Instructional Technology.

Gates Foundation and MCI WorldCom Foundation Initiatives

The Department is finalizing two initiatives designed to help Missouri administrators and teachers better plan for and use technology resources. The Bill and Melinda Gates Foundation is sponsoring State Challenge Grants for Leadership Development, designed for school superintendents and principals. Commissioner King organized / chartered a committee to design the program and write the grant proposal. A planning team met in September to learn more about the grant, the current status of technology in the state, and brainstorm what the Gates grant should address in terms of vision, mission, and goals. Attending this meeting were representatives from school districts, RPDCs, colleges of education, the Governor's Office, Missouri's associations of school administrators and principals (MASA, MAESP, MASSP), Southwestern Bell, and the High Plains RTEC. The intent is to submit our proposal to meet the January 15 deadline. Preliminary plans are to reach 1500 superintendents and principals, over three years, through statewide and regional meetings that address key issues involved in planning, implementing, and evaluating educational technology.

The MCI WorldCom Foundation provides free train-the-trainer training and materials to help educators learn to use internet resources, particularly the MarcoPolo online resources. Sponsored by MCI WorldCom and seven leading educational organizations (such as the National Council of Teachers in Mathematics, American Association for the Advancement of Science, National Council on Economic Education, and National Geographic Society) MarcoPolo is standards-based K-12 internet content for the classroom, including original content, panel-reviewed links to top web sites and supplemental resources. Preliminary plans are include the MarcoPolo in the Gates grant, train 810 regional trainers, and develop capacity so each RPDC would provide at least 3 sessions of training for up to 30 attendees per session. Upon completing the training, attendees would agree to provide training to others in their districts and regions. Those in attendance at the *Educational Technology Conference* received MarcoPolo brochures and teacher guides, courtesy of MCI WorldCom.

E-Rate Update

Year 3 -- As of Thursday, October 26, 2000, the SLD released its 26th wave of funding commitment decision letters for Year 3, bringing the total to-date to over \$2.06 billion in more than 26,000 letters. This wave of letters continues to fund internal connections requests to applicants qualifying for a discount rate of 82% and above. For details on funding commitments made thus far for Year 3, visit www.sl.universalservice.org/funding/y3/default.asp.

Year 4 -- The e-rate funding cycle for funding year 4 (July 1, 2001 – June 30, 2002) likely will open its application window in early November and close in mid-January. The specific open and close dates will be posted on the USAC website (www.sl.universalservice.org)

Newsline Anniversary

The October 2000 issue of *Newsline* marked a full year of publication. At the end of the issue we provided readers with a feedback form. The response rate was practically nil! We are committed to making this publication useful to Missouri educators. We hope that readers consider *Newsline* to be their best and first choice of relevant and up-to-date information regarding educational technology. Please take the time to complete the form at your earliest convenience -- and fax it to us at 573-522-1134.

The Missouri Heritage Project

Funded by the Missouri Department of Elementary and Secondary Education and the Historical Preservation Section of the Missouri Department of Natural Resources, we offer this video series, entitled ***Finding Missouri: Our History and Heritage***, for teachers and students of Missouri's elementary and middle schools. The videos, which last approximately 12 minutes each, focus on a single topic, and feature documentary footage, images of and spoken words from primary sources, reenactments and interpretations of historical events and people as well as footage of historical sites, fast-moving narrations designed to appeal to upper-elementary and middle-school students and interviews with experts.

The ***Finding Missouri*** video series may be used in a variety of ways in the classrooms. Teachers are advised to preview the series and decide how they best fit within their Missouri history/Missouri Studies curriculum. A web site that includes a teacher forum for sharing teaching strategies and links to other relevant sites is being developed.

Satellite Feed Information – The ***Finding Missouri*** series will be broadcast (in three parts) via satellite on the following dates and times. Please give this information to the person in your district that is responsible for recording programs on your school district's satellite dish:

Monday, December 4, 2000

Monday, December 11, 2000

Monday, December 18, 2000

Each day:

9:00 a.m. - 11:00 a.m. Central Time

C-Band

Telstar 6 <http://www.loralskynet.com/fleet/telstar6/t6ov_us.asp>

Channel 8

Downlink Frequency: 3860 Mhz.

Audio: 6.2/6.8

Please call 1-573-751-2721 or toll free 1-877-628-1678 in advance of air date **if you need help** ensuring that your satellite dish is tuned correctly.

You do NOT need to call to register for the program!

Schedule of Programs airing Monday, December 4th:

Unit 1: Series Introduction * Unit 2: The Lay of the Land * Unit 3: The Ancient Ones

Unit 4: A Meeting of Cultures * Unit 5: Gateway West

Schedule of Programs airing Monday, December 11th

Unit 6: A State is Born * Unit 7: Coming to Missouri * Unit 8: Coming Through

Unit 9: Portrait of a River Town * Unit 10: What do We Stand For?

Unit 11: Divided & Torn * Unit 12: Changing Places

Schedule of Programs airing Monday, December 18th

Unit 13: Growth of the Cities * Unit 14: Come to the Fair * Unit 15: Old Routes, New Trails
Unit 16: The View From Independence * Unit 17: We Shall Overcome
Unit 18: Missouri's Resources * Unit 19: History Begins at Home

Technology Planning Tip of the Month

Developing, Implementing and Evaluating Action Plans

- Submitted by Richard Yonker, Director of Technology, Bowling Green R-I School District

Once a district’s short and long-range goals and objectives are defined, it is time to concentrate on developing and implementing action plans to meet those goals and objectives. If the technology committee was realistic in establishing goals, this next step should flow naturally and need not be the most difficult. This part of the overall plan is where things HAPPEN!! Before writing this part, know your district’s needs/resources and your faculty talents well.

It is extremely important to keep CSIP and tech plan goals/objectives in mind at all times. All mentioned activities and action steps should relate directly to a stated goal in one if not both of these documents. Don’t initiate activities or purchases that do not relate to what your district is trying to accomplish. If, when developing an action plan, you think of activities, purchases, etc. that do not relate to a stated goal, you might need to revisit your goals and objectives and modify them accordingly.

In helping to guide you through your steps, it might be helpful to consider organizing your work in table form with headings:

ACTION STEP	TIMELINE	PERSON RESPONSIBLE
Below each action step, BE SPECIFIC as to what action will take place. Leave no doubt as to what it is that will take place, be purchased, etc. Also, be specific as to when the action will be undertaken and who is responsible for that action. When completed, it should be very easy to “check off” completed action steps and thus to know exactly where you stand in accomplishing your goals. Your table might appear as below:		
25 Computers in the H.S. Business Lab will be upgraded from 8 Mb ram to at least 32 Mb ram	Sept. 1999	Technology support staff

Key to your success is a usable and well-organized evaluation form to be used for all of your action steps. This should be a straightforward document including the action taken, date completed and the effectiveness of the action step. A folder should be kept with copies of all such evaluations and reviewed often. If your committee finds that a particular activity/purchase was extremely effective, this documentation will be evidence to this and will no doubt help in future planning of similar activities.

To be effective, your plan MUST address faculty/ staff training (Professional Development) as well as specific action steps integrating technology into the learning process. A plan concentrating only on hardware/software purchases is very much lacking in overall effectiveness and will not serve your district well. Key to all steps is technology involved in the learning process. Little will be accomplished if “things” are the key issue and not “kids”. Action plans, when completed, should allow teachers to teach more effectively and create positive results throughout the district. So, PLAN on being successful and great things will HAPPEN!!

Technology Plan Format

- Submitted by Jim Botts, Superintendent, New Bloomfield R-III School District

From 1994 to 2000, I served as assistant superintendent in the Moberly District. During that time period, I served as the facilitator of technology development in the district. One document developed was the district technology plan. With teamwork from a technology committee representing all nine buildings, we developed a plan that was the driving force for the technology improvements made in the district.

The technology committee meets monthly in the district. When the plan was first developed, the format used was the same format used for the district CSIP. We continued with that format to avoid duplication and show a direct connection with the District CSIP. Committee members see the plan as meaningful and achievable. The plan includes such categories as: goal, strategy, measurable objective, action step, assigned to, start date, financial

obligation, completion date, and funding source. For this plan to succeed, we had to have dedicated members on the technology committee who could see the importance of such as tools in the classroom. At Moberly, the technology committee was made up of members dedicated to the advancement of technology.

u Profiler – Making Collaborative Learning Easier

<http://hprtec.org/>

Created by the High Plains Regional Technology in Education Consortium (HPR*TEC), Profiler can help an organization assess its human resources' skills, knowledge and abilities through the use of an online survey. Profiler is designed to help groups of individuals improve their skills around a general topic by inspiring collaboration among one another, whether they are in a school committee, building, district, or other learning environment. For example, a building principal might have all staff take a survey and immediately see a visual representation of the knowledge that exists within their school building. A teacher could have his or her students complete a survey and determine what the students know and can do, tailor instruction, and have students retake the survey later to note progress in their learning. Profiler can help evaluate, collaborate, and build a district's expertise.

How does it work? You begin by identifying the general area you want to assess, then see if there is an existing survey (created by the HPR*TEC, ISTE or CEO Forum) or you create your own survey. Set up an account and ask everyone to complete their surveys. Profiler will compile the results and generate a profile for each individual and display it above the composite profile of all those completing the survey. As a result, you can...

- Identify your own areas of strengths
- Compare your results to the group composite
- Identify individuals in the school, district, or organization who have expertise
- Identify low skills or learning gaps and provide better instruction, technical assistance, professional development opportunities
- Update a profile at any time by retaking the survey
- Track results and progress over time.

Best of all, there is no cost involved in using Profiler!

Copyright Question of the Month

Q: May an educator (e g., administrator, classroom teacher, substitute teacher or student teacher, other district employee, volunteer, or others read and translate a work into a student's native language and create an audio tape?

A: No. Translation of print materials from one language to another or to an audio format is a derivative work. This is the exclusive right of the copyright owner.

NOTE: Permission to change print materials to audio format must be requested from the copyright owner.

Learning With Technology

- Featuring Clinton #124 and Kirksville R-III

Clinton #124

Lifelong Readers TLCF grant is keeping Henry Elementary students busy working to excel beyond the basic reading comprehension and writing skills by using the Accelerated Reader program and Cornerstone software to supplement classroom reading. The students are utilizing the Accelerated Reader to encourage their reading comprehension with the reading of the leveled books and taking their tests on the computer. Each room has been equipped with at least two computers for the students to have access to the materials throughout the day. The upper grades (3-5) have access to Cornerstone software for writing and language arts. Students are able to review and test over language arts material. Cornerstone keeps track of student skills as they complete short units. The excitement generated throughout the building with these programs is a major plus with the project.

Students enjoy publishing their own storybooks. They have been able to personalize their stories with scanned family photos or digital snapshots. The students love to share their storybooks with the class from their "big books" created from scanning their books on the poster printer. These personalized books are kept in the classroom for all to read during paired shared and DEAR time. Students check out their books to take them home and read to parents.

All teachers were trained on the Accelerated Reader and how to utilize the STAR test to effect reading. Teachers set

goals and rewards. The average student gain has been 1.07 years over a seven month period.

Contact Darlene Hockett for more information about this *Lifelong Readers* project at Clinton Schools, 660-885-5585 or at dhockett@clinton.k12.mo.us

Kirksville R-III

When Bonnie Niebrueggie thought about what teachers in the Kirksville R-III school district needed for technology integration, “Empowerment” was the term that came to mind, and the TLCF project “Technology Empowerment” was born.

Fifty-two public school teachers as well as 5 teachers from local private schools participated in summer workshops that were planned around the needs and preferences of the teachers attending. An in-district trainer taught the participating teachers everything from plugging in the CPU to designing assignments for their students. Once the public school teachers completed their training, they were given a \$350 account to purchase new software for their classrooms. Of special note in this project is the participation of K-2 teachers. This group of teachers had moved from an older building where technology was not available to a brand new facility. Their new building and new skills empowered this group of teachers previously unskilled in the use of technology in the classroom.

Through this experience, all teachers were given the information they needed to make technology work in their teaching situation, empowering them to make decisions about classroom curriculum. For more information about the project and to see sample activities, check Curriculum on the Kirksville R-III web site at www.kirksville.k12.mo.us

Grant Winners Share Their Secrets—Part III

Instructional Technology Supervisors recently asked the 2000 Competitive Grant winners, who were “repeat recipients,” to share their successful grant writing secrets. This month will feature the last comments shared for *Newsline*.

David Hollingshead, Superintendent, Gideon School District. When people ask about our secret for writing successful grants I usually say, “We don’t have any secrets.” I believe the Gideon District has been successful in wiring grants because of the process we utilize. I think the critical aspect comes down to the way we view things. We ALWAYS focus on an instructional need. Our grant proposal is then based on that instructional need.

Our district mission is to educate students to become responsible, productive participants in society. Without exception, when we start planning for a grant our initial discussion centers around what our students need. The overarching question becomes “how will this help our students?” This frame of reference then permeates the grant writing process.

This frame of reference means that we start by looking at the data in terms of where our students are and what our student needs might be. Then we develop our goal based on that initial analysis. If we don’t have a clear view of how the grant proposal is going to impact student achievement, then we go back to the drawing board. We also look at other areas of need such as teacher inservice, equipment, and materials, but the overarching focus comes back to clear student instructional needs. Yes, we have in mind the “stuff” we want, but the “stuff” is secondary to the student need.

An analysis of the need then leads us to the development of our goals and objectives. Our grant proposal will have a teacher inservice portion and a least one objective addressing that, but the bulk of our objectives will address the identified student need.

After developing the goals and objectives, we outline the plan to achieve our objectives. We make sure that all activities fit one or more of the objectives. If it doesn’t move us toward our objective, then no matter how good or interesting it is, it doesn’t belong in the proposal. We make sure our activities focus on the learners.

The activities then feed into the budget narrative. There may be lots of “nice” things we would like to buy, but if it doesn’t clearly support the need and the activities, then we don’t include it in the budget. We try to make sure that there is clear justification and explanation for every item requested in the budget. We don’t want to leave the grant reader wondering why we are asking for a particular item.

Admittedly, this is an oversimplification of our grant writing process and does not cover every detail, but we have found that if we focus on these items, the rest of the grant tends to fall into place. And by following this process, we believe that our students do benefit and it does help us to accomplish our mission.

Susan Harbert, Hannibal Middle School, Hannibal School District, suggests reading previous successful grants and following the grant directions given in the forms and at the workshops.

Carroll Makemson, Liberty School District, shares the following tips:

1. Select a “technological” solution to an identified need:
 - a. Relate to student learning
 - b. Substantiate with local data
 - c. Don’t try to think of something extra
2. Study your proposal solution to see if it fits with your school improvement plan, technology plan, strategic plan, staff development initiatives, and curriculum. If not, you may have chosen a solution which will be an “add-on” or a misfit instead of supporting your district’s initiatives.
3. Remember that grant readers cannot read your mind and aren’t visualizing the project with your background. Give enough information.
4. Follow the Request for Proposal exactly! Use the same words. Bold the different concepts. Use tables to deliver information in a concise manner.
5. Include staff development—evaluate and recommend what’s best for your staff: job embedded or with subs; online or independent study; give the background for your choice. Use existing timeframes such as team and grade level meetings.
6. Develop your proposal with input from the implementers. Their ideas and critiques will strengthen the proposal and the planned staff development and the schedule of activities will evolve systematically.
7. Avoid “canned” computer-based programs which allows teachers to “plug” students in. Look for natural integrations of technology with district curriculum which help develop skills students need for continuing education and careers.

Begin thinking a year out and establish a base of knowledge from visiting, reading, researching, or piloting an idea or program.

Missouri’s Equipment Loan Program Makes Assistive Technology Accessible (ETC)

- Submitted by Molly Mead, Missouri Technology Center for Special Education and the Equipment Technology Consortium

In 1999, Missouri established a short-term assistive technology loan program to address district and agency difficulties in gaining access to a range of assistive technology devices for use during evaluations, extended trials and repair periods. The Equipment Technology Consortium (ETC) allows school districts and service agencies to borrow assistive technology (AT) devices for up to six weeks.

Assistive Technology Evolution

The 1997 amendments to the Individuals with Disabilities Act included a requirement that all IEP teams make a consideration of whether each student with a disability requires AT devices and/or services. At the same time, an increasingly wide variety of assistive devices are available for use by individuals with disabilities in schools, at home, and in community environments. These devices include "low tech" and "high tech" items such as pencil grips, switches, computer touchwindows, portable word processors, spell checkers, talking calculators, augmentative and alternative communication devices, and many more. In fact, there are an estimated 40,000 products on the market that call themselves 'assistive technology' products.

Although it is clear that these devices can be an important factor that contributes to both increased independence and improved quality of life, problems have been identified related to the provision of AT devices and services to children and adults with disabilities. Often, devices would be purchased for an individual, only to be found on a shelf, unused, months later. Perhaps one of the problems that contributed to this misuse of assistive technology funds is the fact that it was purchased prior to being tested by the intended user.

The Equipment Technology Consortium (ETC.) was created to combat the purchase of devices sight unseen. Our hope is that teams of caregivers, professionals and individuals with disabilities can work together to find the AT device that most appropriately meets their specific needs.

As of September 30, 2000, 232 school districts and service agencies across the state have signed loan agreements

with ETC, and 710 pieces of assistive technology have been sent out. Here's what a few satisfied borrowers have said:

"It is an excellent opportunity to borrow and check out equipment to meet specific needs before spending a large amount of money for equipment that may or may not be useful".

"By using various equipment we were able to determine what worked for the child and what equipment was not helpful".

"This equipment was very helpful while ours was out being fixed".

How Does the Program Work?

A typical loan works like this: An approved employee for a school district or agency that has established an agreement with ETC can check out up to three devices per client. Requested equipment will be shipped directly to the school or agency with a prepaid label for the equipment return.

The ETC website, <http://etc.educ.umkc.edu>, allows interested individuals to examine the catalog of devices and equipment available at each distribution location. The ETC staff believes that the primary goal of the program - providing students and adults with disabilities across Missouri greater access to assistive technology - is being met with resounding success.

For more information about ETC, either access the ETC website or call 800-661-8652 for more information.

ETC Distribution Sites

ETC Main Office
5100 Rockhill Rd.
School of Education, Room 34
Kansas City, MO 64110
phone: 800-661-8652 or 816-235-1008
fax: 816-235-6527
Contact: Molly Mead or David Baker
etc@umkc.edu

Regional Distribution Sites:

Bellefontaine Habilitation Center
10695 Bellefontaine Road
St. Louis, MO 63137
314-340-6246
Contact: Linda Mersch
mhmersl@dmhmslrc.dmh.state.mo.us

RITT Outreach Center
715 South Baltimore
Kirksville, MO 63501
660-627-7245
Contact: Terry Minnix
ritt@kvmo.net

SEMO Tech
121 Broadview, Suite 10
Cape Girardeau, MO 63701
573-651-6464
Contact: Scarlett Seabaugh
scarlett@sadi.org

Show-Me Tech
1301 Vandiver Drive, Suite S
Columbia, MO 65202
573-874-3558
Contact: Mary Secora
smtech@computerland.net

Southwest Missouri State University
901 South National Avenue
Springfield, MO 65804
417-836-5622
Contact: Paris DePaepe
pad642f@smsu.edu

Funding for the ETC Program provided by:

Division of Special Education, Department of Elementary and Secondary Education
Planning Council for Developmental Disabilities|
Division of Mental Retardation & Developmental Disabilities, Department of Mental Health
Missouri Assistive Technology
Ongoing funding provided by the Missouri Legislature

Mimeo Virtual Ink
- Submitted by Dan Bain, St. Louis Community College

One of the latest technology teaching tips discovered and used at St. Louis Community College is the Mimeo Virtual Ink. Reputedly designed by two students who were no longer interested in copying notes from a professor’s lecture, they designed the 32” hinged bar that suction cups to ANY whiteboard. A long umbilical cord connects to a computer (desktop or laptop) loaded with Mimeo application software. And Voila! The whiteboard turns into a smartboard, capturing any writing scribed on the whiteboard using regular “whiteboard” markers. Additional free software translates the handwriting into standard typed text. Information put on the whiteboard is captured into the computer memory and can be stored, shared, and printed. Price: about \$450

For more information, including additional features of the product visit: <http://www.virtual-ink.com>

GET REAL: Professional Development Ideas That Work

With today’s busy schedules and ever increasing responsibilities, it’s difficult to devise a PD program that fits the needs of your teachers and the school district and still lets everyone have a life. How do you deal with Professional Development? For the next few months we will share YOUR real world plans and schemes for making Professional Development work in YOUR district. We want to hear about your scheduling ideas, incentives programs, special situations or training tips. If you have a question about how to overcome a training barrier, ask it and we’ll brainstorm to help you solve it.

Send your ideas/questions via email to cvogel@mail.dese.state.mo.us or call me at 573/751-8449.

Mark Your Calendar

<i>November</i>	
6	Professional Development Task Force Meeting, Room 222, Townsend Hall, University of Missouri, Columbia, 10:00–2:00
7	Election Day
13	Technology Planning Task Force Meeting, MOREnet, Columbia, 9:00–3:30
23	Happy Thanksgiving!
28	Newsline Articles Due

Upcoming 2000-01 Conferences

Oct 30 – Nov 4	WebNet 2000 5 th Annual World Conference on the WWW and Internet San Antonio, TX www.aace.org
November 2-5	NMSA Annual Conference & Exhibit St. Louis, MO http://www.nmsa.org/
November 9-10	MNEA Fall Conference Kansas City, MO www.mo.nea.org

January 11-13	21 st Annual Florida Educational Technology Conference Orlando, FL www.fetc.org
January 25-27	TRL D 2001 19 th Annual International Conference on Technology, Reading & Learning Difficulties San Francisco, CA www.trld.com
February 20-23	6 th Annual CoSN Conference: K-12 School Networking: Web of Change Washington, DC www.cosn.org/conferences
March 5 – 10	SITE 2001, Society for Information Technology & Teacher Education Holiday Inn International Drive Resort, Orlando, FL www.aace.org/conf/site

Internet Sites of Interest

- Fabulous Web Sites for Kids and Teachers—The World Wide Web is filled with tremendous resources for students and educators. But with thousands of sites, the choices can seem overwhelming. How do you know where to go? To make your life easier, check the September/October 2000 issue of Creative Classroom for the listing of the “Top 10 Web sites for young surfers” and the “Top 10 Web sites for teachers” along with other new software reviews. <http://www.creativeclassroom.com>
- Resources for schools about the VA, a patriotic Fact Sheet, an elementary school play and other information about the Veterans Administration. <http://www.va.gov/pubaff/vetsday/index.htm>
- EDSITEment <http://edsitement.neh.gov> one of the MarcoPolo partner sites, for lesson plans on the Inauguration, First Families, and EDSITEment participating websites such as the American Memory Collection from the Library of Congress, the National Archives Digital Classroom, and CongressLinks, Oye,Oye,Oye for the Supreme Court where you can find symbols and images you can link to.
- Ben's Guide to the U.S. Government for Kids <http://bensguide.gpo.gov/index.html> You also might want to visit <http://www.bookitprogram.com> and visit the election links they have.
- Just for fun – <http://www.MaMaMedia.com> - puzzles and games with an opportunity for parents and teachers to interact with their students by sending cards and messages.
- The Scholastic Web site contains an area for teachers (both in-service and pre-service), kids and parents. Site contains lesson plans, on-line activities and resources, along with writing activities from published authors. <http://www.scholastic.com/index.asp>

From the Mailbag

- The National Center for Education Statistics has published their report TEACHERS' TOOLS FOR THE 21ST CENTURY: A REPORT ON TEACHERS' USE OF TECHNOLOGY on the web. This report gives information on subjects such as availability of technology for Instructional purposes, computer use for reading and writing instruction , availability of computers at home and teacher preparation and training. Information from multiple data sources describes teachers' use of education technology in their classrooms and schools. Data also examines the barriers teachers encounter in using technology. To download, view and print the report as a pdf file, please visit: <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2000102>
- SchoolDude
Who Keeps Your School Facilities Running Like a Finely Tuned Engine? SchoolDude, That's Who! SchoolDude.com is the home on the Internet for school facilities and maintenance professionals. Share ideas, save money, solve problems, and develop professionally. It is dedicated to the unique needs of school facility professionals. As a web community, SchoolDude.com works to gather the total knowledge and experience of all school facility professionals—and then make that wealth of knowledge and experience readily available to each school facility professional. <http://www.schooldude.com>

NEWSLINE SURVEY

Please indicate whether you find Newsline articles to be timely and of interest/value to you.

	TIMELY		INTERESTING/ RELEVANT	
	YES	NO	YES	NO
1. Instructional Technology update section (information on grant programs, deadlines, funding, etc.)				
2. Special Series				
a. Grant-writing tip of the month				
b. Technology planning tip of the month				
c. Grant writers share their secrets				
3. Ongoing features				
a. Learning with technology				
b. Copyright question of the month				
c. Mark your calendar				
d. Upcoming 2000 conferences				
e. Internet sites of interest				
f. "Expert" articles (TEAMS, assistive technology, website database, etc.				
g. From the mailbag				

4. Which Newslite features/articles do you find of most interest or value? (list up to 5)


5. What features/articles would you like to see in future editions or added to monthly format?

6. What questions would you like to see answered?

7. Do you have a Q & A or a solution you'd like to share? Please submit draft to instrtech@mail.dese.state.mo.us

8. Describe any feedback or suggestions regarding the layout, format & posting of Newslines.

[[DESE HOME](#) | [Div. of Instruction](#) | [Instructional Technology](#)]

 **Missouri Department of Elementary and Secondary Education**
Division of Instruction -- Instructional Technology

Deborah S. Sutton, Director

Telephone: (573) 751-8247

Fax: (573) 522-1134

<mailto:instrtech@mail.dese.state.mo.us>

URL <http://www.dese.state.mo.us/divinstr/instrtech>

Revised October 06, 2000